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ABSTRACT

The primary topic of this evaluation report is the summer quinmester that extended from June 14 to August 16, 1971. The report also explores the concept of the extended school year program through questionnaire responses from parents, pupils, teachers, administrators, the business and industrial community, the educational community, and other community agencies and citizens. Discussed at some length is the general feasibility of the Quinmester Program. Related documents are EA 004 046 and EA 004 051. (Author/MLF)

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EVALUATION REPORT OF THE 1971 SUMMER QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF [illegible] • SEPT. 1971

EA 004 042

DADE COUNTY PUBLIC SCHOOLS

Division of Instruction

Evaluation Report

1971 SUMMER QUINMESTER PROGRAM

Prepared by

Department of Program Evaluation
Dade County Public Schools
Miami, Florida 33132

August, 1971

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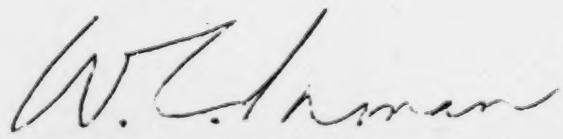

William C. Inman, Director
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INTRODUCTION

Year-round school, after some false starts, has been getting a growing interest among educators. Some school systems located in diverse parts of the country have quietly gone to a year-round school program. Others have taken considered steps in that direction. Among the latter is the Dade County Public Schools.

The Dade County Quinmester Extended School Year Program (abbreviated to Quin or Quinmester Program in this report) breaks the calendar year into five instructional periods called quinmesters. These quinmesters are spaced evenly throughout the year, with the only notable exceptions being the last two weeks in August (an administrative break), eight days in December for the Christmas holidays, and seven days in March and early April, primarily for the Easter holidays.

One of the quinmesters falls during the period which in past years has been reserved for Summer School and vacation. This year, the summer quin began on June 14, 1971 and ended on August 16, 1971. That quin is the primary topic of this evaluation report, although the general feasibility of the Quinmester Program is also discussed at length.

One of the characteristics of the Dade County Quinmester Program is a revision of the curriculum to accommodate a sequence of nine week courses. In every case where it is feasible, the revised curriculum provides for courses that do not require prerequisites; that is, the content of each course is made as self-contained as possible. The logic of the year-round operation of the program requires that a complete program be offered at every quinmester, including the summer quinmester.

As the Quinmester Program develops, changes are introduced to adjust the program to the particular conditions under which it must operate. These changes include both curriculum adjustments and adjustments in administrative procedures. The summer quin offered such opportunities.

The pilot schools participating in the summer quin program were Miami Springs Senior High School, Henry H. Filer Junior High School, Hialeah Junior High School, Nautilus Junior High School, and Palmetto Junior High School. These schools enrolled 2,572 pupils and employed 100 teachers, five assistant principals, and five principals.

The five schools participating in the summer quinmester this year operated a full day program with the course offerings having equal academic value and intensity to the regular 180 day school program. A regular lunch program was made available to all pupils and those pupils who were eligible for school transportation were provided that service on the same basis as they would have been during the regular school year. Limited transportation facilities in the geographic location of the participating pilot schools made it impractical to make the program available to students from districts other than the ones in which the pilot schools were located.

Plant Utilization

One of the benefits expected under the Quinmester Program is an extended use of plant facilities through the summer months. This potential benefit entails some potential problems, such as lack of air conditioning and lack of extended opportunity for repairs and renovations. The advantages of being able to regularize fixed overhead charges of various kinds are expected to outweigh any liabilities involved in the extended usage.

Curriculum Revision

Associated with the Quinmester Program is a revision of the curriculum. The first phase of the revision has been completed at the secondary level. Continuing revisions are expected as the validation of the quinmester courses of instruction proceed in the schools.

Evaluation Plan

A number of primary concerns have been examined in terms of the concept of the year-round school and the success of its educational activities. In this evaluation, we have attempted to explore the concept extensively with parents, pupils, teachers, administrators, the business and industrial

community, the educational community, and other community agencies and citizens in general. Some information also is presented on the operational and academic results of the 1971 summer quin. The conclusions of this initial evaluation follow.

CONCLUSIONS

This evaluation considered the broad aspects of the Quinmester Program as a concept and the specific outcomes at five schools operating during the summer of 1971 under the quinmester plan. The results of the evaluation were generally favorable. The results were based on information obtained from parents, students, teachers, principals, institutions of higher learning, and the business community.

Attendance--The 1971 summer quinmester demonstrated that pupils can be voluntarily recruited for a full academic program during the summer. The rate of daily attendance was about nine percent below the regular school year. Principals reported the dropout rate to be less than 5 percent.

Academic achievement--Although achievement testing was limited to reading and mathematics in one school, the results were highly favorable, with students gaining six-tenths of a year in mathematics and one and one-tenth years in reading during the summer quinmester.

General reactions--The reactions of principals and students who participated in the summer quin were favorable or neutral by a large margin. A majority of students, parents, and teachers willing to express an opinion favored the quinmester over the conventional school, although many felt that they needed more information in order to decide which they preferred.

Businesses and industries were almost unanimously in favor of or neutral toward the Quinmester Program. The quinmester plan, which spreads school operations more evenly across the year, seems to fit in better with business operations in general.

Scheduling--The Quinmester Program offers the student a great deal of flexibility in scheduling courses. Conversely, the program creates special demands upon scheduling. Additional administrative work is required to insure the smooth operation of the scheduling process.

Curriculum--Among students, teachers, and principals, the strongest point of the Quinmester Program was curriculum revision. Reactions of all of these groups were highly favorable to the rearrangement of the curriculum into relatively self-contained nine-week periods. In the 1971 summer quin, students, parents, and teachers all favored the greater choice of courses, the addition of new courses (e.g., ecology), the student's ability to continue or change courses after nine weeks, and the availability of the complete school program in the summer. Quin principals, however, felt that a student who attended four consecutive quinmesters should be allowed to attend a summer quinmester to take just one remedial course. Potentially, that option is open for all five quins.

Staffing--Since the entire curriculum is available in the summer quin, the need for specialized teachers for the summer quin is greater than for summer school under the conventional plan. This may create some staffing problems until the summer quin becomes regularly established and teacher vacations can be planned in relation to it. Generally, teachers favored the summer Quinmester Program in relation to their professional activities, with only three to eight percent feeling that the summer quin would be a disadvantage to teachers with respect to year-round employment, opportunities for further education, ability to hold student interest because of the more relevant curriculum, ability to hold student interest because of shorter course length, better use of teacher preparation, and the possibility of a smaller number of students in school at one time.

Vacations--Extensive samplings of the business community indicated that the Quinmester Program presents a favorable solution to many of the problems that businesses usually have with the scheduling of employee vacations. Businesses and industries were favorable or neutral toward evenly spaced school vacations by a very large majority, the exceptions being those businesses that regularly close down operations in the summer for vacations or have seasonal peaks during the winter. The latter businesses employ about 11 percent of all employees represented by the sample.

Approximately one-third of the sample of students, parents, and teachers felt that a summer vacation was necessary, although about two-thirds preferred that time period. The survey did not take into account,

however, the fact that a two-week vacation period exists during the summer even with the operation of the Quinmester Program.

A study of the second choices of vacation periods indicates that, discounting the preference for summer, vacations could be spread fairly evenly across the year, although the January-March period showed some weakness in terms of preference.

Student employment prior to graduation--More jobs are available to students during the year than during the summer vacation period. With the spreading out of the availability of students, the competition for jobs should be lessened through a closer matching of supply with demand. The majority of students are employed by supermarkets, department stores, and public utility companies as clerks, cashiers, bag boys, stock boys, and telephone operators. Most students are hired by large businesses rather than small businesses.

Early graduation--Early graduation was a surprisingly strong factor in support of the Quinmester Program. Early graduation would allow the potential dropout to complete his studies earlier, thus moving him into the job market at a speed more in agreement with his desires. It would also offer opportunity for the student who is going to college to complete his work earlier, thus lengthening his productive professional life by a year. There are also obvious administrative and economic advantages to the school system.

The initial survey indicated that one-third of all students would expect to attend all five quinmesters. This attitude was supported by parents. Most of the quin principals felt that the decision to accelerate graduation should not be left entirely to the student, but should depend upon proper counseling and the involvement of parent, teacher, and principal.

Employment after graduation--About one-third of the sample of large businesses indicated that it considered applicants for employment at age sixteen. Employment of sixteen-year olds was under the same terms and conditions as the employment of older applicants. Allowing for legal restrictions, a much greater number of the companies indicated that they would consider the younger applicants. (Seven of forty-three of the large

businesses would not consider sixteen and seventeen-year olds under any circumstances.)

Early graduation and admission to college--In forty of forty-four schools for which data were available, age was not a consideration for admission. Maturity, however, was a criterion for admission in some cases. On the whole, the responses indicated that sixteen-year olds should have no difficulty in obtaining admission to college given a reasonable amount of maturity and a satisfactory academic background.

Quinmester graduations five times per year--Practically all businesses felt that the staggered graduation sequence would facilitate or have no effect on hiring, since their need for employees was not tied to a particular time of the year. Only one of 41 large businesses and two of 336 small businesses felt that multiple graduation would impede the hiring process.

Entry into colleges and universities has traditionally been tied to June graduation. The quin most out of phase with existing college entrance practices is the quinmester ending January 20, where the student must wait four or more months to enter twenty-six of the forty-four schools in the sample. Under the regular program, however, it is not unusual for the student to wait from June until September to enter college following graduation from high school. The school which serves the largest number of Dade County students (currently 24,416) has indicated that it will be glad to work with the Dade County school system in order to effect a smooth entrance into college following quinmester graduations.

In summary, the initial evaluation of the Quinmester Program is favorable. By all measures, it has the potential for making a substantial contribution to quality education through a more rational utilization of school resources. Although extensive education of parents and students concerning the advantages of year-round school may be necessary to insure full attendance at summer quins, the potential for success exists within the data that have been presented to this date. Problems of scheduling students in a more flexible manner must be solved, but the technology is available and the advantages are obvious. The initial success of the summer quin indicates that satisfactory planning has occurred to this point and that expansion of the program should be considered.

RESULTS

The exposition of the results will start with the information relating to plant utilization. This will be followed by information concerning the curriculum and instruction. Finally, the interaction effects of the Quinmester Program with other kinds of public and private activities outside the academic environment will be considered.

Plant Utilization

The five summer quinmester school centers enrolled 2,572 pupils during the summer quin. The total daily attendance averaged .83, about nine points below the regular school year.[1] The dropout rate was less than five percent. It may be significant to note that Nautilus Junior High School, which has ten percent Black enrollment during the regular school year, had a 40 percent Black enrollment during the summer quinmester. All of the students came from an area that required their being transported to school.

The question of adequate attendance at a summer quinmester has been a matter of great interest to everyone involved in year-round schooling. In answering the question of the ultimate adjustment that would be made to a quinmester program, one must first look at the degree of familiarity parents, teachers, students, and the community in general have with the concept. In Table 1, we find that the majority of parents and students does not feel that it has enough information about the Quinmester Program. Teachers are not greatly more informed, 47 percent of them also wanting more information. This result is reinforced by a question which required students, parents, and teachers to indicate whether they preferred a quinmester or a conventional school program. Fifty-four percent of the students, 26 percent of the parents, and 34 percent of the teachers felt they could not answer without more information.

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[1]Dade County Division of Instruction--Attendance Office. August 26, 1971

TABLE 1

SUMMARY OF ANSWERS TO THE QUESTION,
"DO YOU FEEL THAT YOUR SCHOOL HAS PROVIDED YOU WITH
ENOUGH INFORMATION ABOUT THE QUINMESTER PROGRAM?"

	STUDENTS		PARENTS		TEACHERS	
	Number	Percentage	Number	Percentage	Number	Percentage
YES	111	22.8	191	42.3	62	52.5
NO	376	77.2	261	57.7	56	47.5
TOTAL	487		452		118	

Although there is a great expressed need for additional information on the Quinmester Program, substantial efforts have been made through all media to inform various groups about the program. Also, principals made special efforts to inform students of their opportunities for attendance at the summer quinmester. These efforts ran the gamut from personal visits to mass media presentations. The efforts were successful in filling the summer sessions this year.

Reaction of the summer quin principals to the quin program was unanimously favorable. A survey of the senior high school principals indicated broad receptivity to the quinmester program. A general sample of students, parents, and teachers revealed that, when willing to express an opinion, those groups were substantially favorable to the Quinmester Program. Among those expressing a response, 65 percent of the students, 59 percent of the parents, and 79 percent of the teachers favored the quinmester over the conventional school (Table 2).

Students who attended the quinmester school for the first time were overwhelmingly in favor of the new program (Table 3). They preferred quinmester courses to conventional courses, believed they were learning more in a quinmester school and, given a choice, would prefer to attend a school with a quinmester calendar and curriculum rather than a conventional school. In addition to the questions, students were given an opportunity at the end of the questionnaire to make any comments they desired. No negative comments about the program were made and 15 favorable comments were written, ranging from "I like the quinmester very much" to "It's the greatest!"

The great majority of businesses and industries indicated that the quinmester program would either not affect their business operations or it would affect them in a favorable way. This is discussed in greater detail later in the report. Generally, however, an evenly spaced school program seemed to fit into the year-round operations of business better than the conventional school program.

Mandating attendance--Although reaction of the principals to the quin program was unanimously favorable, only one principal of the five thought

TABLE 2

PREFERRED TYPE OF SCHOOL
QUINMESTER VS. CONVENTIONAL

Preferred Type of School	To Attend				To Teach	
	Students		Parents		Teachers	
	Number	Percentage	Number	Percentage	Number	Percentage
Quinmester School	143	29.9	189	43.4	64	52.0
Conventional School	76	15.9	133	30.5	17	13.8
Cannot answer without more information	259	54.2	114	26.1	42	34.2
TOTAL	478		436		123	

TABLE 3

PREFERENCES OF SUMMER QUINMESTER STUDENTS
FOR QUINMESTER OR CONVENTIONAL PROGRAMS

	Which type of course do you prefer?	In which type of school do you think you learn more?	Please indicate the type of school you would prefer to attend.
Quinmester	50	48	52
Regular	11	6	7
Little or Difference	7	13	8
TOTAL NUMBER OF STUDENTS IN SAMPLE	68	67	67

that attendance during any certain quin should be mandated. The policy of not mandating, if followed, would place sole reliance of adequate attendance at the summer quin on persuasion. The one principal who was favorably inclined toward mandating summer attendance indicated that he planned a wide variety of strategies to inform the public of the long-term advantages to students of the summer quin and the advantages of fall, winter, and spring vacations.

Scheduling--One administrative problem encountered in the operation of the Quinmester Program is the scheduling of the students. Because of the flexibility of the quin from the student's position, extra effort must be made to schedule each student individually. Additional procedural development will be required in that area, since practically no agreement was found among principals regarding the most efficient way to schedule. One principal felt that scheduling once or twice a year was sufficient; another preferred rescheduling after each quin. Generally, the quin principals felt that scheduling should be tied to each quin, but that something short of five scheduling periods could be achieved.

Schedule changes were also viewed variously by the quinmester principals. A weak trend existed toward a one or two week limit on changes.

Quin principals felt that the student taking a remedial course should be allowed to take only one course if he attended the other four quinmesters. Some advantages of the nine weeks quinmester scheduling as seen by students, parents, and teachers are presented in Table 4. A really significant trend seems to be in evidence against the "locked in" characteristic of the semester length of term as opposed to the quinmester nine weeks. Perhaps the shorter term will have a positive effect on the student morale. Results of the summer quinmester were certainly consistent with that view.

TABLE 4

ADVANTAGES OF THE QUINMESTER NINE-WEEK TERM

	ADVANTAGE		DISADVANTAGE		NO EFFECT	
	Number	Percentage	Number	Percentage	Number	Percentage
FAILURE LIMITED TO 9 WEEKS (DO NOT FAIL FOR A WHOLE YEAR)						
Students	326	78.0	31	7.4	61	14.6
Parents	367	87.4	14	3.3	39	9.3
Teachers	105	88.2	9	7.6	5	4.2
CAN MAKE UP FAILURE DURING NEXT QUIN (DO NOT HAVE TO WAIT UNTIL SUMMER)						
Students	351	81.4	27	6.3	53	12.3
Parents	388	91.3	6	1.4	31	7.3
Teachers	110	93.2	3	2.6	5	4.2
SMALLER NUMBER OF STUDENTS IN SCHOOL AT ANY ONE TIME						
Students	337	79.7	33	7.8	53	12.5
Parents	392	92.0	8	1.9	26	6.1
Teachers	107	91.5	4	3.4	6	5.1
CAN CHANGE TEACHERS AFTER 9 WEEKS						
Students	297	72.8	57	14.0	54	13.2
Parents	333	81.2	50	12.2	27	6.6

Curriculum

Although plant utilization and the distribution of students among various physical facilities is a primary concern of central administration, the point of view of curriculum change has been an important one in terms of program development. From the principal's point of view, it is the most important aspect of the Quinmester Program. The five quinmester principals agreed that the opportunity for curriculum revision was an uppermost consideration in their selection of the quin over the regular program. A separate survey of all high school principals indicated a particular interest in the curriculum revision. Some high school principals indicated that they expected the quinmester curriculum to have an effect on the regular curriculum even before any official change in the latter.

Teachers were asked to indicate their attitudes toward a curriculum composed of a series of nine week courses with instruction in their subject areas. The responses are shown in Table 5. Of the 119 teachers responding, only 10 were opposed. Twenty-five desired more information, to 12 the difference did not matter, and over half were in favor. There was no tendency for opposition to be centered in any particular subject area. With seven to one in favor versus opposed, the results must be regarded as highly favorable toward the quinmester curriculum.

In Table 6, some other reactions to the quinmester curriculum are expressed. Several probable consequences of the quin program were viewed with general approval. The point of greatest opposition was from students (21 percent) who saw the complete school program's being available in the summer as a disadvantage. The "Tom Sawyer" effect can be expected to continue to exist with respect to any summer educational program as long as summer vacations from school persist as a cultural memory.

Freedom of choice in course selections--Most quin principals felt that students were generally capable of making intelligent course selections. This freedom, however, was to be exercised within a framework

TABLE 5

TEACHER ATTITUDES
TOWARD A CURRICULUM COMPOSED OF A SERIES OF NINE-WEEK
COURSES OF INSTRUCTION IN THIRTEEN SUBJECT AREAS

Subject Area	Number of Teachers in Subject Area	In Favor	Opposed	Doesn't Matter	Can't Answer Without More Information
Art	9	8	0	0	1
Biology	15	12	1	1	1
Bookkeeping	8	4	1	1	2
Chemistry	8	5	0	2	1
Government	18	10	3	2	3
Home Economics	8	5	1	1	1
Industrial Arts	7	2	1	2	2
Music	6	1	2	0	3
Physics	6	3	1	1	1
Shorthand	8	5	0	0	3
Spanish	8	4	0	0	4
Typing	11	9	0	0	2
World History	7	4	0	2	1
TOTAL	119	72	10	12	25

TABLE 6

RESPONSES TO THE REQUEST
"PLEASE INDICATE WHETHER YOU THINK EACH OF THE PROBABLE CONSEQUENCES
OF THE QUINMESTER PLAN LISTED BELOW WILL BE AN ADVANTAGE OR A DISADVANTAGE TO YOU
(YOUR CHILD, YOUR STUDENTS)."

PROBABLE CONSEQUENCES	ADVANTAGE		DISADVANTAGE		NO EFFECT	
	Number	Percentage	Number	Percentage	Number	Percentage
GREATER CHOICE OF COURSES						
Students	340	81.3	17	4.1	61	14.6
Parents	362	85.2	12	2.8	51	12.0
Teachers	96	86.5	8	7.2	7	6.3
NEW COURSES (e.g., ECOLOGY)						
Students	282	70.7	24	6.0	93	23.3
Parents	348	83.6	14	3.4	54	13.0
Teachers	101	92.7	3	2.7	5	4.6
CAN CHANGE COURSES AFTER 9 WEEKS						
Students	336	77.9	4	9.3	55	12.8
Parents	337	80.2	5	12.9	29	6.9
Teachers	102	86.5	1	11.0	3	2.5
COMPLETE SCHOOL PROGRAM AVAILABLE IN THE SUMMER						
Students	240	58.8	86	21.1	82	20.1
Parents	278	69.1	67	16.7	57	14.2
Teachers	110	97.3	2	1.8	1	.9

that would provide for the student's picking a sufficient number of courses in the various subject areas to meet specified graduation requirements. Counseling was also mentioned as necessary to wise course selection.

Parents also were asked whether they approved of allowing students more freedom in choosing their courses. Of the 463 parents responding, 76 percent indicated approval, 9 percent expressed no opinion, and 15 percent were opposed.

Summer quin considerations--All quin principals felt that the summer quinmester should be the equivalent of the other four quinmesters. On the other hand, they felt that a student should have the opportunity to take just one remedial course if he attended the other four quinmesters. The students in the summer quin took six courses, as a rule, although some took seven and a few took only one or less than six.

One senior high school reported that 14 students graduated at the end of the summer quinmester who could not have completed their high school requirements had they attended the traditional summer program. Twenty-two percent of the 68 students interviewed indicated that the main reason they attended the summer quin was because of the special types of classes being offered.

Staffing--Most of the administrative disadvantages of the Quinmester Program as seen by the quin principals were varied. The only general trend was toward a limitation of the availability of staff (mentioned by four of five principals). This problem may disappear with the establishment of a regular summer Quin Program. Generally, principals felt that the Quinmester Program would have a favorable effect on their own personal job satisfaction.

Teachers were asked to indicate the probable advantages and disadvantages of the Quinmester Program for themselves as teachers. The results are shown in Table 7. A large majority regarded the program as advantageous to teachers. Negative responses averaged less than 5 percent.

TABLE 7

TEACHER RESPONSES
TO PROBABLE CONSEQUENCES OF THE QUINMESTER PROGRAM

PROBABLE CONSEQUENCES	ADVANTAGE		DISADVANTAGE		NO EFFECT		NO OPINION	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Increased opportunity for year round employment for teachers	105	82.7	6	4.7	11	8.7	5	3.9
Opportunity for further education and other professional enrichment during times other than summer	92	72.5	5	3.9	21	16.5	9	7.1
Better able to hold interest of students because of more relevant and varied curriculum	95	74.8	5	3.9	13	10.3	14	11.0
Better able to hold interest of students because of shorter course length	92	72.4	10	7.9	13	10.2	12	9.5
Better use of teacher preparation, special skills, and interests	84	66.1	8	6.3	18	14.2	17	13.4
Have a smaller number of students in school at any one time	103	81.1	4	3.2	8	6.3	12	9.4

Student Achievement

Although it was not administratively possible to make an extensive testing of academic achievement during summer school, one summer school utilizing the Quinmester Program was selected for limited testing. From that school's enrollment, students taking basic mathematics and reading courses were tested in those two areas. Thirty students were found to have the necessary pre-test scores from countywide testing in May, 1971, and post-test scores from the special testing at the end of the summer quin.

Mathematics--In numerical competence, the thirty students were found to have averaged six-tenths of a year's progress since testing in May, 1971. Allowing for the growth that would have been normal during the few weeks remaining in the school year following May testing, the gain at the end of the summer quinmester was still about twice as much as would be expected during one-fourth of the regular school year. The gain was statistically significant at the .05 point utilizing a t-test for correlated pairs.

Reading--The gain in reading was even greater, averaging one and one-tenth years. The result was significant at the .01 point, again utilizing a t-test for correlated pairs.

The group of students that was tested was not chosen in a way to insure its being representative of all quin summer schools, but neither was it selected to be unrepresentative. The results must be regarded as a favorable index. In summary, students in the tested subjects performed remarkably well, exceeding any comparable program gains recorded by the Dade County Department of Program Evaluation during the past two years.

Interaction Effects

Vacations--One of the key questions concerning the ultimate success of the summer quin has been the problem of the traditional summer vacation. This practice, originating in an agricultural tradition, continues to enjoy broad support among many individuals, although its original reasons for existence have ceased to have any significant meaning. A considerable amount of effort was made in attempting to discover how the quinmester concept would impact the summer vacation tradition. The results obtained from surveys of business and industry, community agencies, and other involved groups are reported below.

First to be considered is a sample of forty-three of the largest businesses in Dade County. Each of these businesses employs more than 500 people.

Relationship between the Quinmester Program and scheduling of employee vacations--Of the 43 large businesses for which data are available, 17 said that the distribution of school vacations throughout the calendar year would make scheduling of employee vacations easier; 19 businesses said that such distribution of vacations would have little or no effect; 6 felt that the Quinmester Program would make scheduling more difficult; and 1 was uncertain as to what effect the Quinmester Program might have.

Businesses which stated that scheduling would be more difficult were those that preferred not to grant vacations during the "season" (i.e., December, January, February, and March) and those which preferred to close their businesses for two weeks and give all employees a common vacation period. (Employees of those businesses represent 11.4 percent of the sample.)

Businesses were categorized according to the months during which most employees usually take their vacations ("peak months") and the months during which the companies felt it would be most advantageous to have employees take their vacations ("desired months"). "Peak months" represent employee preferences for vacation periods (within the constraints set by management), while "desired months" represent management preferences for employee vacation periods. The relationship between these categories and attitude toward the Quinmester Program is shown in Table 8.

TABLE 8

RELATIONSHIP BETWEEN VACATION SCHEDULING AND ATTITUDE TOWARD THE QUINMESTER PROGRAM - LARGE BUSINESSES

Categories	Quinmester Will Make Scheduling Easier	Quinmester Will Make Scheduling More Difficult	Quinmester Will Have Little or No Effect	Cannot Anticipated The Effect	Tot-al
Category 1 Peak Vacation Months & Desired Vacation Months Both Evenly Scheduled Through-out the Year	0	0	3	0	3
Cateogy 2 Peak Vacation Months & Desired Vacation Months Both Summer	3	4	9	1	17
Category 3 Peak Vacation Months: Summer; Desired Vaction Months: Evenly Scheduled Throughout the Year	13	1	2	0	16
All Other Categories	1	1	5	0	7
TOTAL	17	6	19	1	43

Businesses with "peak vacation periods" and "desired vacation periods" evenly scheduled throughout the year (Category 1) felt that the Quinmester Program would have little or no effect on vacation scheduling. The majority of businesses with "peak vacation months" and "desired vacation months" scheduled during the summer (Category 2) also felt that the quinmester would have little or no effect on vacation scheduling; however, four of the six businesses which saw the Quinmester Program as disadvantageous to vacation scheduling were in this category. Businesses which foresaw the greatest advantage in the quinmester plan are those which currently meet

employee demand for summer vacation scheduling but would prefer to distribute vacations more evenly throughout the year (Category 3).

A sample of small businesses (less than 500 employees) for which there were 317 returns was analyzed separately to see if there were differences between the vacation scheduling of small and large businesses. Of the small businesses, 197 said that distributing school vacations throughout the calendar year would have little or no effect on the scheduling of employee vacations, 87 felt the effect would be favorable while only 33 felt that the effect would be unfavorable.

Table 9 shows the relationship between anticipated effect of the Quinmester Program on employee vacation scheduling and company preferences for employee vacation periods.

TABLE 9

RELATIONSHIP BETWEEN VACATION SCHEDULING AND ATTITUDE TOWARD THE QUINMESTER PROGRAM SMALL BUSINESSES

Company Preference for Employee Vacation Periods	Quinmester Will Make Scheduling Easier	Quinmester Will Make Scheduling More Difficult	Quinmester Will Have Little or No Effect	Total
Evenly Scheduled Throughout the Year	56	2	60	118
Summer Months	16	30	95	141
Other Months	15	1	42	58
TOTAL	87	33	197	317

As can be seen in Table 9, 30 of the 33 companies which indicated that the Quinmester Program would make employee vacation scheduling more difficult were companies which preferred to have employee vacations scheduled during the summer months. Of the companies that preferred to have employees take vacations during particular months other than the summer months, about 25

percent felt that the Quinmester Program would make employee vacation scheduling easier. The greatest advantage in the quinmester plan was foreseen by those businesses which would prefer to distribute employee vacations evenly through the year. Approximately 50 percent of these businesses felt that the implementation of the Quinmester Program would have a facilitating effect on employee vacation scheduling.

Quin principal estimates of the percentage of students who would take fall, winter, or spring vacations ranged from less than 5 percent to 25 percent. They saw another group of students (less than 5 percent to more than 25 percent) as attending all five quins.

A limited sample of 68 students attending a summer quin were asked what their preferences were for vacations (if any). The responses are indicated in Table 10. Nine of the 68 students indicated that they preferred to take a vacation during the period they were going to school. Twenty-eight of the 68 pupils indicated that they planned to attend all five quinmesters. Otherwise, choices were generally evenly distributed among the possible alternatives.

The sample of 68 students represented the math and reading students at one quinmester school. A more general sample was available from student, parent, and teacher populations. These groups were asked if members of their families could take their vacations at some time of the year other than summer. Responses are shown in Table 11.

Although some difference of opinion existed among students, parents, and teachers, only approximately one-third or fewer of the group members felt that they had to take their vacations during the summer. Another 20 to 30 percent preferred that time. It may be noted that a two week period exists between the end of the summer quin and the beginning of the fall quin. This period could provide a "summer vacation" for many families who prefer that period of time.

TABLE 10

STUDENT VACATION PREFERENCES

QUINMESTER SESSION	FIRST CHOICE
August 30--November 2	5
November 5--January 20	9
January 24--March 24	8
April 5--June 8	4
June 14--August 16	9
Plan to attend all 5 quinmesters	28
No response	5
TOTAL	68

32

TABLE 11

RESPONSES TO THE QUESTION,
"COULD YOU AND OTHER MEMBERS OF YOUR FAMILY TAKE
YOUR VACATIONS AT SOME TIME OF THE YEAR OTHER THAN THE SUMMER?"

RESPONSES	STUDENTS Number	Percentage	PARENTS Number	Percentage	TEACHERS Number	Percentage
YES, and they would like to	165	35.5	178	39.6	59	50.8
YES, but they would not want to	146	31.4	113	25.2	24	21.1
NO, they can only take vacations in the summer	154	33.1	158	35.2	32	28.1
RESPONSES	465		449		114	

In the Quinmester Program, all students will have not only a two-week vacation during the last two weeks in August but may choose one quinmester as his vacation period or he may choose to attend school during all five quinmesters in order to graduate from high school one year early, to make up courses he has failed, or to take extra subjects to suit his interests.

It is projected that each teacher will be required to work four of the five quinmesters offered during the calendar year and will be able to choose his or her vacation period. Students and teachers were asked to indicate the time period during which they would be most likely to take their school vacation. Parents were asked to indicate the time period during which they would prefer their children to take their school vacations. All groups were also asked to indicate their second choice for vacation periods. The data are shown in Tables 12 and 13.

TABLE 12

FIRST CHOICES OF VACATION PERIODS

VACATION PERIOD	STUDENTS Number	STUDENTS Percentage	PARENTS Number	PARENTS Percentage	TEACHERS Number	TEACHERS Percentage
Aug. 30 - Nov. 2	31	6.2	53	11.4	15	11.8
Nov. 5 - Jan. 20	53	10.7	58	12.5	15	11.8
Jan. 24 - March 24	27	5.4	14	3.0	8	6.3
April 5 - June 8	28	5.6	35	7.6	15	11.8
June 14 - Aug. 16	287	57.6	273	59.0	62	48.8
Plan to attend all 5 quins	52	10.5				
NO RESPONSE OR SOME OTHER OPTION	20	4.0	30	6.5	12	9.5
TOTAL	498		463		127	

[1]Parents and teachers were not given this alternative as a response to this item.

The first choice for student vacations fell into the expected summer period. Again, somewhat more than one-third of the parents selected a non-summer period. For second choice, a fairly even distribution across the year was obtained, with some evidence of an avoidance of the January-March period.

TABLE 13

SECOND CHOICES OF VACATION PERIODS[1]

VACATION PERIOD	STUDENTS Number	Percentage	PARENTS Number	Percentage	TEACHERS Number	Percentage
Aug. 30 - Nov. 2	72	15.0	101	23.3	31	27.0
Nov. 5 - Jan. 20	97	20.3	67	15.5	23	20.0
Jan. 24 - March 24	36	7.5	26	6.0	11	9.6
April 15 - June 8	123	25.8	118	27.3	26	22.6
June 14 - Aug. 16	65	13.6	37	8.5	18	15.6
Plan to attend all 5 quins	9	1.9				
NO RESPONSE[2]	76	15.9	84	19.4	6	5.2
TOTAL	478		433		115	

[1]Respondents who did not indicate a first choice of vacation period are excluded from this table.

[2]Includes those respondents who indicated the same time period as first and second choice.

As can be seen in Table 11, the majority of respondents indicated that they preferred to continue to take their school vacations during the summer. The constraints imposed by school capacity may require that some of these students be given their second choices as their school vacation period. Table 14 shows the second choices of those respondents whose first choice of vacation was summer.

TABLE 14

SECOND CHOICES OF VACATION PERIODS OF THOSE RESPONDENTS WHOSE FIRST CHOICE WAS SUMMER

VACATION PERIOD	STUDENTS Number	STUDENTS Percentage	PARENTS Number	PARENTS Percentage	TEACHERS Number	TEACHERS Percentage
Aug. 30 - Nov. 2	54	18.8	74	27.1	19	30.7
Nov. 5 - Jan. 20	72	25.1	42	15.4	15	24.2
Jan. 24 - March24	13	4.5	5	1.8	6	9.7
April 5 - June 8	109	38.0	85	31.1	20	3.2
Plan to attend all 5 quins	6	2.1				
NO RESPONSE	33	11.5	67	24.6	2	3.2
TOTAL	287		273		62	

Again, there was a tendency to avoid the January-March period.

Student employment prior to graduation--Of those large businesses responding to our questionnaire, 38 replied to questions on student employment during the regular school year. Responses are shown in Table 15. Seventeen of the 38 companies for which data are available state that they employ students during the regular school year. A total of 2,246 students were employed by these companies with nearly half (969 students) employed by supermarkets, primarily as clerks, cashiers, and bagboys. Retail department stores and public utility companies together provide jobs for 909 students. Students are employed by retail department stores in sales, stock, and clerical positions, while public utility companies utilize student personnel as telephone operators.

Students are employed during the summer at 23 of the 39 companies for which data are available. The total number of jobs available to students during their summer vacation period (2,131 jobs) is smaller than the number available during the regular school year. The pattern of employment is similar to that which is found during the regular school year, with the great majority (79.2 percent) of students employed by supermarkets, department stores, and public utility companies.

Personnel directors were asked to estimate the number of high school students they would find it desirable to hire for temporary, full-time positions during each of the nine-week quinmester periods. As shown in Table 16, only 10 to 13 of the 42 companies responding to this item said they would hire students for temporary, full-time positions for nine-week periods. The primary reason given by the remaining companies for not hiring was the expense of training personnel for such relatively short time periods. (Only 17 of the companies indicated that they hired students at all during the regular school year [Table 15].)

Those companies which would hire students for nine-week time periods indicated that a total of 2,261 temporary, full-time positions would be available. About half of the available positions (1,120) were in department stores. Fast food establishments and restaurants also provided a large number of employment opportunities (655).

The periods during which the greatest number of high school students could be hired for temporary positions are during the "season" (November, December, and January) and during the summer (June, July and August).

TABLE 15

STUDENT EMPLOYMENT; REGULAR SCHOOL YEAR AND SUMMER

LARGE BUSINESSES

STUDENT EMPLOYMENT: REGULAR SCHOOL YEAR				STUDENT EMPLOYMENT: SUMMER[1]		
Type of Business	Number of Businesses Responding to This Item	Number of Companies Employing Students	Number of Students Employed	Number of Businesses Responding to This Item	Number of Businesses Employing Students	Number of Students Employed
Manufacturing	7	2	154	7	2	25
Wholesale Trade	0	0	0	0	0	0
Retail-Supermarkets	2	2	969	2	2	779
Retail-Fast Food, Restaurants	3	3	162	4	4	231
Retail-Department Stores	4	4	493	4	4	492
Retail-All Stores	1	0	0	1	1	3
Contract Construction	1	0	0	1	1	2
Finance, Insurance, Real Estate	1	1	10	1	0	0
Transportation	4	1	12	4	1	10
Public Utilities	2	2	416	2	2	416
Services-Hotels, Motels	5	1	28	5	1	50
Services-All Others	3	1	2	3	3	78
Municipal Govt.	5	0	0	5	2	45
TOTAL	38	17	2,246	39	23	2,131

[1]These numbers represent many of the same students who are employed part-time during the regular school year and who are given full-time positions during the summer.

TABLE 16

TEMPORARY, FULL-TIME POSITIONS AVAILABLE
TO STUDENTS DURING EACH OF THE FIVE QUINMESTERS

LARGE BUSINESSES

Type of Business	Number of Companies Responding to this Item	NUMBER OF COMPANIES WITH AVAILABLE POSITIONS					NUMBER OF POSITIONS AVAILABLE					
		Aug. 30-Nov. 2	Nov. 5-Jan. 20	Jan. 24-Mar. 24	Apr. 5-June 8	June 14-Aug. 16	Aug. 30-Nov. 2	Nov. 2-Jan. 20	Jan. 24-Mar. 24	Apr. 5-June 8	June 14-Aug. 16	Total
Manufacturing	7	1	1	1	1	1	5	2	2	2	2	13
Wholesale	0	0	0	0	0	0	0	0	0	0	0	0
Retail Super-markets	3	1	1	1	0	1	30	98	75	0	25	228
Retail-Fast Foods Restaurants	4	3	3	3	3	4	121	121	121	121	171	655
Retail-Department Stores	7	3	5	3	3	4	217	336	115	170	282	1120
Retail-Other	1	0	0	0	0	0	0	0	0	0	0	0
Contract Con-struction	1	0	0	0	0	0	0	0	0	0	0	0
Finance	1	0	0	0	0	0	0	0	0	0	0	0
Transportation	3	0	0	0	0	0	0	0	0	0	0	0
Public Utilities	2	0	1	1	1	0	0	5	5	5	0	15
Services-Hotels	5	1	1	1	1	1	10	5	50	20	20	105
Services-Others	3	1	1	1	1	1	15	15	15	15	15	75
Municipal Government	5	0	0	0	1	3	0	0	0	15	35	50
TOTAL	42	10	13	11	11	12	398	582	383	348	550	2261

In short, the Quinmester Program would have a positive relationship to the vacation scheduling of most large businesses in Dade County. In terms of student employment, the student would not only have the usual opportunity for summer employment, but would have easier access to at least one other peak employment period, November through January.

Employment by small businesses--The large majority of small businesses do not employ students. Of the 332 companies for which data are available, 242 do not employ any students during the regular school year; 75 companies employ between one and three students; 9 companies employ between 4 and 7 students, and only 6 companies employ more than seven students. During the summer months the picture remains much the same: 224 of 327 companies do not employ students; 81 companies employ between one and three students; 14 companies employ between 4 and 7 students; and 10 companies employ more than 7 students.

Respondents were asked to estimate the number of high school students their company would find it desirable to hire for temporary, full-time positions during each of the nine-week quinmester periods. The responses are shown in Table 17.

As shown in Table 17, only 48 to 78 of the 289 companies for which data are available said they would hire students for temporary full-time positions for nine week periods. Those companies which would hire students for nine-week time periods indicated that a total of 606 temporary full-time positions would be available. Employment opportunities are greatest during the summer (169 positions available at 78 companies) and are least during the spring (94 positions available at 48 companies) with the remaining time periods falling in between (108 - 119 positions available at 57 - 60 companies).

TABLE 17

TEMPORARY FULL-TIME POSITIONS AVAILABLE TO
STUDENTS DURING EACH OF THE FIVE QUINMESTERS
SMALL BUSINESSES

QUINMESTERS	Number of Companies Responding to This Item	Number of Companies With Positions Available	Number of Positions Available
August 30 - November 2	289	57	108
November 5 - January 20	288	60	116
January 24 - March 24	288	60	119
April 5 - June 8	289	48	94
June 14 - August 16	289	78	169

Of the 480 students for whom data are available, 198 students felt it would be easier to obtain a job if they were on vacation from school during sometime other than summer; 81 students felt it would be more difficult; 177 felt it would make no difference and 24 students indicated they were not interested in working.

In response to another item, about half the students for whom data are available (241 of 474 responses) indicated that having school vacations at some time other than the summer would not affect the amount of money earned. The majority of the remaining students (163) indicated that they thought they could earn more money in the non-summer months, while 42 students felt they would earn less money.

A majority of students, parents, and teachers felt that the Quinmester Program would offer a better opportunity for students to get work experience at various times of the calendar year (Table 18).

TABLE 18

OPPORTUNITIES FOR WORK EXPERIENCE

	ADVANTAGEOUS		DISADVANTAGEOUS		NO DIFFERENCE	
	Number	Percentage	Number	Percentage	Number	Percentage
CHANCE FOR MORE STUDENTS TO GET WORK EXPERIENCE AT VARIOUS TIMES OF THE CALENDAR YEAR						
Students	306	73.9	25	6.0	83	20.1
Parents	337	79.3	30	7.1	58	13.6
Teachers	103	89.6	4	3.5	8	6.9

Early Graduation

The possibility of early graduation was a surprisingly strong factor in support of the Quinmester Program. Without further study, it is not clear exactly what sources of interest underlie the strong support. There are several logical advantages. In the case of potential dropouts whose main motivation is to go to work, the early graduation would perhaps enable them to obtain their degree prior to leaving school. In the case of children whose educational careers will extend perhaps a dozen years beyond the high school level, each year gained is a substantial contribution to their professional production at a later date. From the economic side, obviously the more efficient usage of facilities and other fixed expense items can result in considerable savings from an administrative point of view.

Of the 68 students who were sampled at one summer quin school, 57 percent indicated that their main reason for attending the summer plan was to accelerate graduation. A general sampling of students, parents, and teachers indicated a very high agreement that early graduation (by attending five quins each year) was a substantial advantage to the students. The results are tallied in Table 19.

One of the five quin principals indicated that the students should be allowed to accelerate as they wished. The remaining one placed some restrictions on acceleration, usually involving parent, teacher, or principal consent.

Students and parents were asked whether they thought students would attend all five quinmesters. Teachers were asked whether they would teach all five quinmesters. The results are tallied in Table 20. Almost one-third expected that students would attend all five quinmesters. Early graduation was the primary incentive (although parents strongly indicated that the availability of extra subjects was a good reason for attending [Table 21]). This estimate was considerably higher than the estimate given by principals of quinmester summer schools.

Employment after graduation--Personnel directors of the 43 businesses included in the sample were asked to indicate the minimum age at which applicants were considered for employment and the primary reason(s) for selecting this age minimum. These data are shown in Tables 22 and 23.

TABLE 19. PERCEPTIONS OF THE EFFECTS OF EARLY GRADUATION OF STUDENTS

Probable Consequences	Advantage		Disadvantage		No Effect	
	Number	Percentage	Number	Percentage	Number	Percentage
Allows students to graduate sooner (by attending 5 quins)						
Students	361	84.8	18	4.2	47	11.0
Parents	256	62.6	85	20.8	68	16.6
Teachers	98	89.9	8	7.3	3	2.8

TABLE 20. RESPONSES TO THE QUESTION, "DO YOU THINK YOU (YOUR CHILDREN) WOULD ATTEND (TEACH) ALL FIVE QUINMESTERS?"

Responses	Students		Parents		Teachers	
	Number	Percentage	Number	Percentage	Number	Percentage
Yes	144	28.9	151	32.6	41	32.3
No	330	66.3	287	62.0	53	41.7
No Response or More Information Required	24	4.8	25	5.4	33	26.0
TOTAL	498	100.0	438	100.0	127	100.0

TABLE 21. REASONS FOR STUDENT ATTENDANCE DURING FIVE QUINMESTERS

Categories	Students[1]		Parents[2]	
	Number	Percentage	Number	Percentage
Early Graduation	102	70.8	86	57.0
Make-up Work	7	4.9	11	7.3
Extra Subjects	14	9.7	32	21.2
Smaller Classes in Summer	0	0.0	4	2.6
Other	5	3.5	2	1.3
Combination of Reasons	6	4.2	6	4.0
No Reason Given	10	6.9	10	6.6
TOTAL	144		151	

[1]Only those students who indicated that they thought they would attend all five quinmesters are included in Table 21.

[2]Only those parents who indicated that they thought their children would choose to attend all five quinmesters are included in Table 21.

TABLE 22

MINIMUM AGE REQUIREMENTS FOR EMPLOYEES

Minimum Age Requirement	Number of Companies
16	13
17	4
18	21
19	1
20	2
21+	2
TOTAL	43

TABLE 23

REASONS GIVEN FOR MINIMUM AGE REQUIREMENTS FOR EMPLOYEES

Reason for Minimum Age Requirement	Number of Companies[1]
Legal age restrictions on working hazardous machinery	18
Legal age restrictions on working hours	23
Insurance regulations	7
Government licensing regulations	5
Alcoholic beverage laws	6
Company policy	12
Other	4

[1]Some companies cited more than one reason, while some companies gave no reason.

As shown in Table 22, about one-third of the businesses in the sample (13) consider applicants for employment at age 16. About half the businesses surveyed (21) do not hire personnel who are less than 18 years of age. The most common reason given for minimum age requirements were legal restrictions on working hours and legal restrictions on working with hazardous machinery (Table 23).

Personnel directors were asked if they would hire 16 and 17 year-old high school graduates for the same positions and on the same basis as they now employ high school graduates who are 18 years or older, provided they were legally able to do so. Eighteen personnel directors responded yes to this question, seven personnel directors responded no, and eighteen personnel directors said they would hire younger applicants only in selected cases.

Effects of early graduation on admission to college--In order to assess the effect of acceleration of high school graduation upon admission to college, Florida colleges and universities were asked to state the minimum age at which an applicant would be considered for admission. The responses indicate that, at 40 of the 44 schools for which data are available, age is not a consideration for admission provided academic requirements are met. Two schools indicated a minimum age of seventeen for applicants and two schools indicated a mimimum age of sixteen. Acceleration under the Quinmester Program is not expected to produce high school graduates younger than age sixteen.

With one exception all schools indicated that sixteen or seventeen-year-old high school graduates would be considered for admission on the same basis that the school now uses to admit high school graduates who are eighteen years or older. A number of respondents, however, noted that at least one of the criteria used in evaluating applicants, namely, degree of maturity, has a high positive correlation with chronological age.

All responding schools stated that sixteen or seventeen year old high school graduates would be considered for scholarship and other forms of financial aid on the same basis as high school graduates who are eighteen years or older.

With respect to the relationship between chronological age and opportunities for on-campus employment, 35 of 44 schools stated that sixteen and seventeen-year-old high school graduates would be employed in the same positions and on the same basis as older high school graduates. The remaining nine schools indicated that equal employment opportunities would prevail in selected cases only. The prerequisites most commonly mentioned were the satisfaction of such legal requirements as the possession of a work permit and a favorable appraisal of the applicant's maturity and ability.

The quinmester curriculum makes provisions for students with special interests to take more advanced courses than are currently available in the high schools. Nineteen schools indicated that they would waive prerequisites and other requirements to permit incoming freshmen with special competencies to enter directly into advanced courses. Twenty-one schools said they would permit direct entry into advanced courses in selected subject areas only. The majority of schools in both these categories indicated that evidence of special competencies in the form of standardized test scores would be required. Tests most commonly used as criteria for placement include the Advanced Placements Tests and the College Level Examination Program of the College Entrance Examination Board. Only two schools indicated that incoming freshman would not be permitted to enter directly into advanced courses.

Quinmester Graduations Five Times Per Year

Under the Quinmester Program, high school diplomas will be conferred five times during a calendar year at the end of each quinmester rather than once in June. Of the 336 small businesses for which data are available, 272 companies felt that the conferring of high school diplomas five times a year rather than once in June would have little or no effect on the hiring process. Sixty-two companies felt that multiple graduation would facilitate the hiring process.

Many of these smaller companies anticipate that the Quinmester Program will increase the availability of manpower during the year and avoid an over-supply of labor in June. Only two of 336 companies felt that multiple graduation would impede the hiring process.

Table 24 shows the relationship between the peak months for hiring new employees and the anticipated effect of multiple graduations upon the hiring process. Responses are from the large business sample.

TABLE 24

RELATIONSHIP BETWEEN PEAK HIRING PERIOD AND ATTITUDES TOWARD HIGH SCHOOL GRADUATION FOLLOWING EACH QUINMESTER

Peak Hiring Period	Quinmester Will Facilitate the Hiring Process	Quinmester Will Impede the Hiring Process	Quinmester Will Have No Effect on the Hiring Process	Total
Evenly scheduled throughout the year	5	0	14	19
June, July, August	1	0	1	2
September, October	0	1	1	2
November, December, January	4	0	8	12
February, March	0	0	1	1
April, May	0	0	0	0
As Needed	3	0	4	7
TOTAL	13	1	29	43

Nearly half the businesses questioned (19) hired new employees equally throughout the year. Another large group of businesses (12) hired new employees during the winter season (November, December, and January). Twenty-nine of the 43 businesses included in the table felt the Quinmester Program would have little or no effect upon the hiring process. Thirteen businesses indicated that multiple graduations would facilitate the hiring process. The major reason given for the facilitating influence of the Quinmester Program was the availability of manpower throughout the year and the avoidance of an oversupply of labor in June. Only one business felt that multiple graduations would impede the hiring process.

Again, a regularization of the educational process across the year was well received by business and industry.

Colleges and universities were asked to indicate the earliest entry date immediately following each anticipated quinmester graduation date. These data are shown in Table 25.

TABLE 25

MONTHS ELAPSING BETWEEN QUINMESTER GRADUATION AND NEXT ENTRY DATE AT FLORIDA COLLEGES AND UNIVERSITIES

Anticipated Graduation Date	Number of Months Elapsing Prior to Next Entry Date					
	0	1	2	3	4	More than 4
November 2	-	-	*41	1	-	2
January 20	4	2	5	8	21	4
March 24	1	8	21	8	-	6
June 8	32	1	2	9	-	-
August 16	20	23	-	-	-	1

*Number of colleges responding in that category

As can be seen in Table 25, a student who is graduated from high school during the quinmester ending November 2 must wait at least two months before he can enter any of the responding schools. A student who is graduated during the quinmester ending January 20 must wait four or more months to enter 26 of the 44 schools. A student who is graduated during the quinmester ending March 24 must wait two or more months before entering 36 of the 44 schools. Only those students who choose to be graduated during the traditional month of June or during the summer (August) are able to enter a majority of Florida colleges and universities within one month of high school graduation. Differences among four types of education institutions in the amount of wait time between quinmester graduation and college entry date are shown in Table 26. As can been seen in Table 26, the greatest amount of wait time prior to college entry at state-supported schools, both junior and senior, occurs after the quinmester ending January 20.

It is probable that any difficulties arising from extensive gaps of time between quinmester graduation and college entry will be overcome as the Quinmester Program becomes more widely implemented. An offer to cooperate with the Dade County School System in order to effect a smooth entrance into college following quinmester graduations has already been received from the school which serves the largest number of Dade County high school graduates in the State of Florida (24,416 students from Dade County now enrolled).

TABLE 26

MONTHS ELAPSING BETWEEN QUINMESTER GRADUATION AND ENTRY DATE
AT FOUR TYPES OF FLORIDA COLLEGES AND UNIVERSITIES

COMMUNITY JUNIOR COLLEGES (PUBLIC)

Anticipated Graduation Dates	Number of Months Elapsing Prior To Next Entry Date					
	0	1	2	3	4	More than 4
November 2	-	-	26	-	-	-
January 20	-	-	-	6	20	-
March 24	-	6	19	1	-	-
June 8	25	-	1	-	-	-
August 16	18	7	-	-	-	1

JUNIOR COLLEGES (PRIVATE)

Anticipated Graduation Dates	Number of Months Elapsing Prior to Next Entry Date					
	0	1	2	3	4	More than 4
November 2	-	-	2	-	-	-
January 20	1	-	-	-	-	1
March 24	-	-	-	-	-	2
June 8	-	-	-	2	-	-
August 16	-	2	-	-	-	-

SENIOR COLLEGES AND UNIVERSITIES (STATE SUPPORTED)

Anticipated Graduation Dates	Number of Months Elapsing Prior to Next Entry Date					
	0	1	2	3	4	More than 4
November 2	-	-	5	-	-	-
January 20	-	-	4	1	-	-
March 24	-	1	-	4	-	-
June 8	4	-	-	1	-	-
August 16	-	5	-	-	-	-

SENIOR COLLEGES AND UNIVERSITIES (NON STATE SUPPORTED)

Anticipated Graduation Dates	Number of Months Elapsing Prior to Next Entry Date					
	0	1	2	3	4	More than 4
November 2	-	-	8	1	-	2
January 20	3	2	1	1	1	3
March 24	1	1	2	3	-	-
June 8	3	1	1	6	-	-
August 16	2	9	-	-	-	-

APPENDIX

DATA COLLECTION PROCEDURES

In order to compile this report on the implications of the Quinmester Program, data were obtained from various segments of the population.

Students, Parents, and Teachers

Questionnaire surveys of students, parents, and teachers were conducted in May and June, 1971, in order to assess their attitudes toward the Quinmester Program.

A random sample of 170 senior high school classes was selected for participation in the study. The 170 classes in the sample were taught by 131 different teachers, each of whom was asked to complete a teacher questionnaire. One hundred twenty-seven quinmester teacher questionnaires are available for analysis.

Teachers were also requested to administer student questionnaires to students in each class in the sample. Completed student questionnaires are available for 166 of the 170 classes. Three student questionnaires were randomly selected from each class for which data are available. Data from the 498 student quinmester questionnaires thus selected are included in this analysis.

The sample of parents included in this study was obtained by asking each student completing a student questionnaire to provide the mailing address of his parents or guardian and to indicate whether communication with his parents should be in English or Spanish. An explanation of the Quinmester Program and a questionnaire was then sent to each household for which a mailing address was available. From the questionnaires which were returned, a sample of three parent questionnaires per class was selected for inclusion in the study. Parental data are incomplete; the current analysis includes 463 parental responses.

Copies of the questionnaires utilized in this study are available from the Department of Program Evaluation.

Questionnaire data were supplemented by additional student data which were obtained in August, 1971, from junior high school students who were attending a school which began operating on the Quinmester Program in June, 1971. The sample consisted of students in the seven remedial mathematics classes being offered at Nautlius Junior High School during the summer quinmester. Data are available for 68 students. Achievement data were obtained by administering two subtests, (Paragraph Meaning and Arithmetic Computation) of the Stanford Achievement Tests, Form W. Raw scores were converted to grade equivalencies prior to statistical analysis. Attitudinal data were obtained for this sample by administering a questionnaire just prior to the achievement testing.

Principals

Information concerning the implications of the Quinmester Programs for administrators was obtained by conducting a questionnaire survey of the principals of the seven secondary schools participating in the Quinmester Pilot Program. Two of these schools, Miami Beach Senior High School and North Miami Beach Senior High School, will not go to the quinmester plan until September, 1971. The remaining five, Miami Springs Senior High School, Henry H. Filer Junior High School, Hialeah Junior High School, Nautilus Junior High School, and Palmetto Junior High School, conducted summer quins in 1971. Responses were received from all of these schools.

Additional information concerning high school principals' reactions to the Quinmester Plan was obtained from a less intensive questionnaire survey. Data are available from the following senior high schools: Coral Gables, Hialeah, Miami Killian, Miami Norland, Miami Palmetto, and Southwest Miami.

Business

In an effort to assess the probable effect of the Quinmester Program on the business community, questionnaires were mailed to approximately 2200 businesses in Dade County.

The names of businesses included in the study were obtained from two sources. A sample of 2150 businesses was selected from listings in the Dade County Southern Bell Telephone Directory (white pages). The first

businesses listed in columns one and three on each of the white pages in the telephone directory were included. Listings indicating bars, liquor stores, attorneys, doctors, and independent insurance agents were excluded from the sample, since it was assumed that those businesses were not likely to employ untrained personnel of high school age. Questionnaires returned as "nondeliverable" were readdressed to the next business listed on the appropriate page of the telephone directory. Of the 425 questionnaires which were returned to the Department of Program Evaluation, 86 responses did not include enough information to be included in the analysis. Businesses which were included are shown by type and size in Table 27.

TABLE 27. TYPE AND SIZE OF RESPONDING SMALL BUSINESSES

Type of Business	Number of Responding Businesses	Number of Employees[1] 1-19	20-49	50-99	100 and Over
Manufacturing	44	21	11	5	6
Wholesale Trade	37	24	7	3	2
Retail Trade	52	37	4	3	5
Contract Construction	22	11	3	2	3
Finance, Insurance, Real Estate	59	34	11	5	4
Transportation, Public Utilities	5	2	1	0	1
Services	100	69	14	4	6
Government Agencies, Schools, Municipalities	17	5	5	2	4
Other	3	2	1	0	0
	339	203	57	24	31

[1]Does not include 22 companies for which data regarding number of employees are not available.

The second source of businesses included in this study is a publication entitled, "Employers Metropolitan Miami Area Employing 500 or More," provided by the Metropolitan Dade County Development Department. Questionnaire data were solicited from each of the 46 businesses cited in this listing. Data are available for analysis from 43 of the 46 businesses listed by the Metropolitan Dade County Development Department as employing 500 or more persons. Three businesses would give no information other than the fact that they did not employ students, and one business did not reply into the questionnaire.

Businesses were classified according to type and number of employees. This information is shown in Table 28:

TABLE 28

TYPE AND SIZE OF LARGE BUSINESSES

Type of Business	Number of Companies In Sample	Number of Companies for Which Data Are Available	Number of Employees
Manufacturing	8	7	5,697
Wholesale Trade	0	0	
Retail-Supermarkets	3	3	3,970[1]
Retail-Fast Food & Restaurants	4	4	2,900
Retail-Department Stores	7	7	12,100[1]
Retail-All others	1	1	480
Contract Construction	1	1	606
Finance, Insurance, Real Estate	1	1	2,000
Transportation	4	4	21,025
Public Utilities	2	2	12,703
Services-Hotels, Motels	5	3[2]	3,000
Services-All others	3	3	3,200
Municipal Governments	7	7	29,130
TOTAL	46	43	96,861

[1]Does not include one business which responded to the questionnaire, but which refused to release employment figures.

[2]Does not include two businesses which would state only that they do not employ students.

Colleges and Universities

To anticipate the possible impact of the Quinmester Program on the academic community, a questionnaire survey of all colleges and universities listed in the Florida Educational Directory, 1970-71 was conducted. The type and size of schools included in the sample is shown in Table 29.

TABLE 29

RESPONDING SCHOOLS BY SIZE OF ENROLLMENT

TYPE OF SCHOOL	NUMBER IN SAMPLE	NUMBER OF RESPONSES	UNDER 2500	2500-5000	OVER 5000
Community Junior Colleges (Public)	27	26	15[1]	4	6
Senior Colleges and Universities (State Supported)	5[2]	5	0	1	4
Junior Colleges (Private)	5	2	1[1]	0	0
Senior Colleges and Universities (Non State Supported)	18	11	10	0	1
TOTAL	55	44	26	5	11

[1]Enrollment figures unavailable for one school.

[2]Does not include four upper division schools.